

PRIMARY 5 MATHEMATICS

MATH TOPICS (SEMESTER 1)

TERM 1

5A Unit 1 – Whole Numbers

5A Unit 2 – Order of Operations

5A Unit 3 – Fractions

TERM 2

5A Unit 4 – Area of Triangles

5A Unit 5 – Ratio

5A Unit 6 – Volume

MATH TOPICS (SEMESTER 2)

TERM 3

5B Unit 1 – Decimals

5B Unit 2 – Four Operations
of Decimals

5B Unit 3 – Percentage

5B Unit 4 – Rate

5B Unit 5 – Average

TERM 4

5B Unit 6 – Angles

5B Unit 7 – Triangles

5B Unit 8 – Quadrilaterals

PROBLEM SOLVING SKILLS

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

1. 'Before and After' Problem Sums in Whole Numbers

Example a)

Selene had 4 times as much money as Cathy.

After Selene spent \$13 and Cathy received \$5, they had the same amount money.

How much money did Selene have at first?

Example b)

Selene and Cathy had an equal amount of money.

After Selene spent \$5 and Cathy spent \$9, Selene had twice as much money as Cathy.

How much money did Selene have at first?

Example c)

Selene had \$15 and Cathy had \$7.

After they both spent an equal amount of money, Selene had twice as much money as Cathy.

How much money did Cathy have in the end?

PROBLEM SOLVING SKILLS

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

2. Guess and Check (or Assumption)

Example

**Mr Tan sold big durians at \$12 each and small durians \$7 each.
He sold 150 durians altogether and collected \$1310 in total.
How many small durians did he sell?**

PROBLEM SOLVING SKILLS

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

2. Part of a Whole vs Part of a Remainder in Fractions

Example a)

Kent had some money.

He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his money on a meal.

In the end, he had \$ left.

How much money did Kent have at first?

Example b)

Kent had some money.

He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his remaining money on a meal.

In the end, he had \$ left.

How much money did Kent have at first?

EXAMPLES OF PROBLEM SOLVING STRATEGIES

- Draw a model or diagram
- Make a systematic list/Tabulation
- Before / after concept
- Look for a pattern
- Guess & Check
- Work backwards
- Supposition

Etc.

Assessments (Primary 5)

Term 1	Term 2	Term 3	Term 4
2 Quizzes	SA1	Term Review	SA2
Non-weighted	30%	Non-weighted	70%

Term 1 Assessment

Quiz 1 – WHOLE NUMBERS

- At the end of Unit 1 and Unit 2

Quiz 2 – FRACTIONS

- At the end of Unit 3

Both quizzes are formative in nature and meant to identify and address learning gaps in the progress of students' learning.

No numerical grades are awarded.

Students are required to reflect on their learning from the quiz results through self-assessment checklist to monitor their own learning.

More information will be communicated to you via the term letter.

Term 2 and 4 Assessments: SA1 and SA2 EXAM FORMAT

Paper	Booklet	Item Type	No. of questions	No. of marks per qn	Total Marks	Duration
1 Calc. NOT allowed	A	Multiple-choice	10	1	20m	1 h
			5	2		
	B	Short - answer	5	1	25m	
			10	2		
2 Calc. allowed		Short-answer	5	2	55m	1 h 30 min
		Structured/ Long-answer	12	3,4,5		
Total			47		100m	2 h 30 min

Both papers are scheduled on the same day with a break between the two papers.

Paper 1 Booklets A & B:

Use of calculator is NOT ALLOWED

Booklet A: 15 Multiple Choice Questions (MCQ)

- Indicate answer on qn paper to facilitate checking
- Shade oval in OAS after completing each qn

Booklet B: 15 Short Answer Questions

- To show workings clearly and write the correct answers in the spaces provided
- Do not erase the workings as method marks maybe awarded for the correct workings (for 2 marks questions) shown, if the answer is wrong.

Paper 2

Use of calculator is **ALLOWED**

**5 Open-Ended Questions (2 marks each) &
12 Problem Sums (3, 4 or 5 marks)**

Problem Sums

- To show each step taken and workings clearly, so that **method marks** and answer marks can be awarded accordingly.
- Pupils are encouraged to **show all steps** as method marks may be awarded, even if the answer is wrong.

LIST OF APPROVED CALCULATORS FOR USE IN MATH EXAMINATIONS

S/N	Calculator Brand	Calculator Model	Approved Period
1	CASIO	FX 82MS	2003 – 2021
2		FX 85MS	2003 – 2021
3		FX 95MS	2003 – 2021
4		FX 96SG Plus	2013 – 2021
5		FX 97SG X	2018 – 2022
6		FX 350MS	2003 – 2021
7	CANON	F-960SG	2017 – 2021
8	SHARP	EL W531S	2010 – 2023
9		EL W531S II	2018 – 2022
10		EL W531XM	2014 – 2023
11		EL 533X	2013 – 2024

PRESENTATION OF SOLUTIONS

- **Consistency** in units of measure

$$3 \text{ kg} \times 4 = 12 \text{ kg}$$

- **Use equal signs** correctly

$$\frac{1}{2} \text{ of total amount} = \$45 \text{ 😊}$$

$$\text{---} \frac{1}{2} = \$45 \text{ 😞}$$

- Show the method of solution (working steps) clearly
- Standard units of measurement should accompany the final answers. Missing units in final answers will result in mark deduction.

Example:

Ans: 10 cm

Ans: \$517

Ans: 264 m

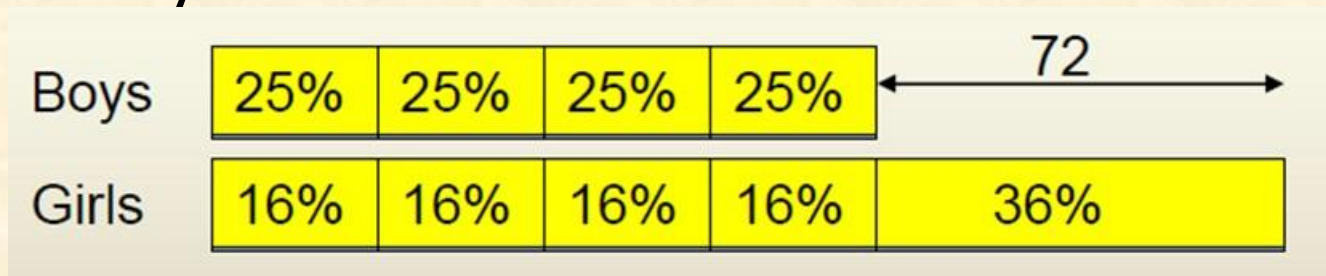
Ans: 34 kg

PRESENTATION OF SOLUTIONS

25% of the boys in a hall is equal to 16% of the girls.

There are 72 more girls than boys.

How many children are there in the hall?



$$36\% \text{ of girls} = 72$$

$$64\% \text{ of girls} = (72 \div 36) \times 64$$
$$= 128$$

$$128 \times 2 + 72 = 328$$

Ans: 328

**Wrong Mathematical
Statement/Presentation**

$$36\% = 72$$

$$64\% = 128$$

THANK YOU